

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13CA29

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Anette Raichbart

Official School Name: Joshua Chadbourne Elementary School

School Mailing Address: 801 Plymouth Avenue
Fremont, CA 94539-4637

County: Alameda State School Code Number*: 01 61176 6090526

Telephone: (510) 656-5242 E-mail: araichbart@fremont.k12.ca.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. James Morris Superintendent e-mail: jmorris@fremont.k12.ca.us

District Name: Fremont Unified District Phone: (510) 657-2350

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Larry Sweeney

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 29 Elementary schools (includes K-8)
6 Middle/Junior high schools
6 High schools
0 K-12 schools
41 Total schools in district
2. District per-pupil expenditure: 7078

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	35	25	60
1	51	39	90
2	52	38	90
3	77	73	150
4	65	57	122
5	87	73	160
6	58	70	128
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			800

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
89 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
8 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 6%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	25
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	46
(4)	Total number of students in the school as of October 1, 2011	800
(5)	Total transferred students in row (3) divided by total students in row (4).	0.06
(6)	Amount in row (5) multiplied by 100.	6

8. Percent of English Language Learners in the school: 16%
Total number of ELL students in the school: 128
Number of non-English languages represented: 19
Specify non-English languages:

Mandarin, Telugu, Cantonese, Korean, Spanish, Punjabi, Farsi (Persian), Vietnamese, Tamil, Marathi, Hindi, Gujarati, Bengali, Indonesian, Filipin (Pilipino or Tagalog), Portuguese, Kannada, Urdu.

9. Percent of students eligible for free/reduced-priced meals: 6%

Total number of students who qualify: 51

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 51

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>12</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>4</u>
Total number	<u>36</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 30:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☒ Yes

If yes, what was the year of the award? Prior to 2000

PART III - SUMMARY

Chadbourne Elementary school ranks 10th statewide and 10th in similar schools on CDE's 2012 STAR CST, with a school wide API of 986. In 2010 Chadbourne received the Distinguished School Award. Our students, staff, parents, and community are proud of our academic achievements. The moment you set foot on our campus, you will feel the "Chadbourne spirit," an ambiance of a learning environment that is orderly, yet welcoming, robust and intellectually stimulating. At Chadbourne, meeting state standards is not our end goal, it is our starting point. Our students come to school ready to learn and accomplish the highest of goals.

Chadbourne Elementary School's vision is a commitment to creating and nurturing "well-rounded, well-grounded, intellectually curious, socially conscious, environmentally sensitive, life-long learners who will lead the next renaissance." Chadbourne's professional staff, in collaboration with our School Site Council (SSC) and parents, is committed to our core mission of continuous student achievement for all students by providing a rigorous core curriculum that is tightly aligned with state standards, effective instructional practices that accommodate diversity, and differentiation for all learners. All of our teachers are NCLB highly qualified, CLAD, and GATE certified. As a result, they are all equipped to meet the needs of the 16% of our students that are English Learners and 17% who are GATE-identified.

Our only numerically significant subgroup is Asian. Approximately 6% of our students are Socioeconomically Disadvantaged (SED). We have two Special Day Classes (SDC), twenty-eight Resource Specialist Program (RSP) students, and six mainstreamed autistic students. These comprise our special education subgroup. Students in our two SDC classes come from other schools within the Fremont Unified School District and are bused to Chadbourne. Our SDC student population is predominantly Hispanic. Parents of our special education subgroup are connected to our school and work closely with their children's teachers. In addition to working with their children's teachers, they also volunteer in the classrooms, at lunch recess and Safety Patrol. Their visibility has helped their children integrate and feel a part of the Chadbourne community.

Our Single Plan for Pupil Achievement (SPPA) is a work-in-progress document that filters all curriculum, intervention and enrichment programs, instruction practices, multiple assessments, collaborative professional development decisions, and spending priorities through the grid of our vision. We use the cycle of inquiry to conduct multi-year analysis of STAR-CST. The data is desegregated by grade level and subgroups, district benchmark assessment results, core curriculum inventory test results in reading, math and science, student writing samples, attendance, and discipline data. This gives us a comprehensive picture of our students' strengths and achievement gaps, which helps us evaluate and sustain overall program effectiveness. As a result of our data analysis, teachers evaluate student needs and students are regrouped and leveled for instruction. Before and after school intervention focuses on further closing the achievement gap by reaching out to students in greatest need. A variety of supplementary materials are used to meet the varied needs of our learner groups have been accomplished and sustained through use of our categorical funds. Instructional practices are adapted to meet students' identified needs. Such practices include adopting 6+1 Trait of Writing Model school wide, differentiating instruction in the core curriculum, RSP teacher employing a combination of push-in and pullout supports, and prep schedules being adjusted to allow for regrouping and leveling in math and language arts.

Over the years, Chadbourne has identified three areas of focus to ensure continuous student achievement: writing, science, and differentiation of instruction. Topics of professional development, staff meetings, leadership team meetings, grade and cross grade level meetings, students' placements practices, Student Assistance and Referral Team (S.T.A.R.T) safety net process, funding priorities of Chadbourne's parent/teacher group - Chadbourne Family and Faculty Association (CFFA), and SSC agendas are all focused toward student success and closing the achievement gap, particularly for our socioeconomically disadvantaged, English Learners and special education learners.

In addition to focusing on academic achievement, our entire staff implements the district adopted research based character education program 'Head, Hands, and Heart' (H3), to build and reinforce developmental assets in students. Our Student Council and class representatives help plan and coordinate school wide student activities and give input/feedback to the principal on school wide behavior and discipline policies and practices.

Our parents are active participants and our greatest allies in our students' learning. Our parent-teacher group, CFFA, funds visual arts and music consultants who provide direct services to all of our students. They also pay for disaster preparedness materials and supplies, coordinate our Safety Patrol program, provide technology support to keep our network infrastructure operational, give direct financial classroom support to supplement our programs, provide many non-academic activities, and make school fun and memorable for our students.

A culture of professionalism and high expectations motivates us to go above and beyond the call of duty to ensure that no child is academically left behind. We believe that all students are able learn and be positive, active members of society when provided the appropriate resources and support. We partner with our parents and community to promote personal connections and utilize all of our resources to actualize our vision of developing the whole child.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

As a California public school, Chadbourne Elementary School participates in the California Standardized Testing and Reporting (STAR) Program. Elementary students take the California Standards Tests (CSTs), which are criterion-referenced tests that assess the California content standards in English Language Arts (Gr. 2-6), Mathematics (Gr. 2-6), and Science (Gr. 5). Students who have an Individualized Education Plan (IEP) and meet the criteria for an alternate assessment take the California Modified Assessment (CMA), in lieu of the CST. Spanish speaking students who have been in the country for less than twelve months take additional Standards-based Tests in Spanish (STS), which are criterion-referenced tests aligned to the California content standards for English Language Arts and Mathematics.

There are five possible levels of achievement on the assessments: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. At Chadbourne Elementary, to be considered as meeting standards, students must perform at Proficient or Advanced levels in both English Language Arts and Math. This expectation is made very clear to all students as they take Benchmark Tests every six weeks to measure their progress toward these expectations. As teachers set their classroom performance goals, students are encouraged and expected to set personal goals to attain throughout the year. Academic conversations between teachers, students and families assist in identifying specific skill gaps, then successful strategies are designed and implemented to fill the gaps. School wide assemblies focus on excellence and showing improvement. Students know that their individual growth contributes to the progress and success of the whole school. All stakeholders share accountability and successes: parents, teachers, staff and students.

Chadbourne Elementary is a leader in achieving and maintaining high marks in all areas of student learning, as evidenced in our outstanding student performance. In 2008, 91% of all students were proficient or above in English Language Arts. Five years later in 2012, 92.3% of our students scored proficient or above, that is a 1.3% increase on an already high percentage of students. Mathematics had an even larger increase of 1.4% more students scoring proficient and above, from 92.25% in 2008 to 93.65% in 2012. Analysis of grade level data also shows remarkable growth at every grade and every subgroup of students as well. These results prove that our certificated staff excels in setting high expectations for students and providing differentiated instruction and rigor, which enabled students to reach the targets set for them.

The success of Chadbourne Elementary is due to the strong commitment of staff in implementing rigor and relevance in their instruction. The school leadership team is made up of the principal and grade level teacher representatives who receive support and coaching from District Office staff and outside consultants. The Single Plan for Pupil Achievement (SPPA) focuses on in-depth professional development in curriculum and instruction throughout the year. Structures created ensure cooperative professional learning communities with an overall positive energy. In addition, materials and supplies, including technology, were purchased for teachers and staff to help students develop 21st century skills.

Chadbourne has the reputation as a high achieving school with all our subgroups. These small, yet dramatic gains in school wide performance resulted in narrowing the gap in both English Language Arts and Mathematics between all students.

We continue to work hard in strengthening our differentiated instruction and providing additional focused interventions before, during, and after school. Teachers identify focal students and focal strategies as students are regrouped during the day. The before school and after school student interventions are set up to support lower performing students by providing one-on-one instruction and additional learning time. A computer lab is accessible by all students and at least four computers are available in every classroom so that students will have regular access to research proven educational software. A whole - school wireless Internet access was installed in December 2012 to allow students, staff and guests to access the Internet.

2. Using Assessment Results:

The data driven progress analysis at Chadbourne Elementary occurs at every level: school wide, target subgroups, grade level teams, classrooms, intervention groups, and individual students. In August, professional development begins with an analysis of the previous year's summative CST and district assessment data. Program strengths and weaknesses are analyzed to drive the instruction plans for the upcoming year. By the end of September, classroom teachers give diagnostic tests to identify focal students. In October, English Language Learners (ELLs) take the California English Language Development Test (CELDT), which is scored locally by teachers and District staff to determine a student's English language ability. Teachers and administrators at Chadbourne use the data collected to plan and provide rigorous, differentiated instruction to all students, and to provide intervention for students at need.

Classroom teachers analyze several levels of data on regular intervals. More formally, every 6-8 weeks formative assessment data from the ELA Treasures and Everyday Math unit assessments are evaluated using the Online Assessment Reporting System (OARS) software. Sharing of best practices in differentiation and intervention occurs during formal and informal teacher meetings. The results of these formal evaluations drive instruction, as well as referrals made to before/after school intervention classes delivered by certificated teachers.

Chadbourne Elementary uses the Student Study Team (SST) process systematically to focus on individual students who need intensive interventions, academically or socio-emotionally. Teachers who make referrals to the SST are released during the day to attend these meetings with the principal, parents, counselor, Special Education teacher, and school psychologist. The team creates an intervention plan for the student, which will be revisited through follow up meetings. Referrals to a counselor and to other special intervention services may occur at these meetings. Suggested interventions are implemented before any psycho-educational assessments are made for placement in Special Education.

The first trimester focuses on mastering basic fluency in reading and math, as well as on performance rubrics, measured by the regular 6-8 week formative unit assessments. By mid-January, a summative benchmark test is given both in ELA and Math to start an analysis of test data. A similar test is given again in early March and finally at the end of April. Results are analyzed thoroughly by teachers to identify focal standards to concentrate on. Teachers then plan lessons using backward mapping strategies. Adjustments are made during regular and strategic instruction with a goal for each student to master at least 90% of grade level standards by the beginning of May.

In August, formal reports of standardized tests are mailed home by the District Office. Parents are informed of school wide student progress through our Back to School Night at the beginning of the year. Updates are given through parent newsletters on our website. Progress reports are sent home by teachers in the middle of every trimester, followed by standards-based report cards at the end of every trimester. On a weekly basis, student work and grades are sent home in the Tuesday Folder for parent review. In addition to the annual teacher parent conferences at the end of the first trimester, additional parent conferences occur for students needing extra support. Parent groups are also informed regularly on progress of all students. Our School Site Council (SSC) oversees the school wide progress.

3. Sharing Lessons Learned:

The Chadbourne Elementary leadership team regularly shares our successful school strategies with other Elementary schools in Fremont Unified School District. As part of the writing focus, teachers at our site have worked with other Fremont schools in implementing the 6+1 Trait Writing Program. Our leadership team had presented at the district level, and provided coaching for other teachers/schools. Many schools are eager to follow the way we use the 6 + 1 Trait Writing Program to achieve higher test results from our students. In addition, our teachers have been involved in teacher training in writing and reading skills at the state level. Several of our teachers are regular presenters for the Santa Clara Reading Association.

Our principal has many opportunities to present effective strategies used at our school with other schools. She attends monthly All Principals meetings at the District Office where she shares the successes we have had in our effort to improve student achievement. The district office and other school sites have recognized us for our Recycling Program, which emphasizes recycling and waste reduction on campus. This program allows students and parents to get involved in an environmentally conscience program which encourages students to keep our campus clean and the reduction of the number of garbage collection days in half. Due to our success the district had used Chadbourne as a model “Green School.” Chadbourne has also received a significant grant of \$4500 from the Alameda County Waste Management Authority which enables us to promote our green school mission on campus and in the community by providing student with re-usable utensils to use at lunch, and provide each classroom with reusable dishes to be used in the classroom for holiday events. Students and parents are so excited about our achievement that an Eco Club has been established at our site. This club is student driven and involves current Chadbourne students, as well as past students who are currently in Junior High and High School.

Chadbourne Elementary also sends representatives to various District committees. These committees include: DELAC, Assessment Committee, Technology Committee, GATE Committee, Math Cadre, and Special Education job alike groups. Our teachers are well known to be a source of best practices especially in the use of our OARS data software.

4. Engaging Families and Communities:

Parents have a plethora of opportunities to be involved at Chadbourne Elementary. We begin the year with Back to School Night in September. The principal starts the evening by giving the overall picture of student achievement and the plan for the school year. In the classrooms, parents attend teacher’s presentation of the curriculum and are introduced to the expectations for the year. Two full days are set for parent /teacher conferences at the end of the first trimester. Additional conferences are scheduled as needed by parents, teachers, administrators and support staff. Communication between parents and teachers occurs regularly through monthly newsletters, phone calls, e-mail, the Tuesday Folder, and notes sent home. Student work, assessment results, progress reports, online teacher web pages, and report cards update parents on student performance. Many activities are scheduled throughout the year to help parents learn the strategies teachers use in the classroom and how parents can continue to support the use of those strategies at home.

Special events are organized by our parent-teacher organization, Chadbourne Family & Faculty Association (CFFA) and include events such as: Halloween Carnival, Bollywood Night, Student Variety Show, Stargazing Night, Eid celebration, Chinese New Year luncheon, movie night, student art show, and choral concerts.

In the area of governance, parents are invited to join the School Site Council (SSC), which meets on the first Tuesday of each month to discuss and monitor the school plan and budgets. Parents of English Learners are invited to join the English Learner Advisory Assembly (ELAC) to provide oversight on English Learner programs. Parents of Gifted and Talented Education (GATE) students also have special meetings and events. Representatives from ELAC, CFFA, Technology committee, Parent Representative Advisory Committee (PRAA) and GATE are regularly invited to be part of School Site Council so that focus and alignment occur and communication and decision-making are streamlined.

Furthermore, each parent group sends a representative to district level committees to be a voice for Chadbourne and to bring back essential information. A former SSC parents representative is generally asked to participate in the Superintendent’s Parent Representative Advisory Assembly (PRAA), a parent representative from ELAC joins the District English Language Learner Advisory Committee, and a parent representative from GATE attends district GATE meetings.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Chadbourne Elementary School teachers develop, enhance, and carry out their weekly schedule based on the required number of instructional minutes for every curricular area as well as the needs of their students and the community. English Language Arts, Math, Social Studies, Science, Computers, and P.E. are taught weekly through district mandated curriculum as well as teacher enhanced differentiated curriculum and instruction. English Language Development (ELD) is required and implemented for all English Learners on a daily basis. In addition to the required curriculum, all students are educated in weekly in music and art as well as once a month FAME (Fine Arts Mini Experience) lessons. Health, drug education, human relations, and character development are also taught throughout the year.

The state provides a list of instructional materials that are aligned to the state standards. Our District adoption committees choose materials from this list that support the District's strategic goal of ensuring that all students are college ready. Chadbourne uses these materials along with advanced teaching methods to ensure that all students are taught in accordance with Fremont Unified and Chadbourne philosophies of instruction to meet the diverse needs of our student population.

California Treasures by Macmillan McGraw-Hill has been newly adopted by Fremont Unified as our English Language Arts Curriculum. Treasures is based on the gradual release model of instruction of: explain, guide, practice and apply. It uses various forms fiction and nonfiction writing to promote comprehension and development of different learning strategies. Treasures provides reading comprehension materials as well as fluency, spelling, vocabulary, grammar, and writing curriculum. Chadbourne teacher s further enhance this English Language Arts curriculum through the use of additional curriculum including 6 +1 Writing Traits program, district approved literature books, and grade level created activities and projects.

Everyday Mathematics is our district adopted math program for grades K-5. Math concepts are taught in cyclical nature with teacher directed lessons that aim to provide a base of understand for concepts and standards. Everyday Math utilizes games and hands on activities to help further understanding and retention of math concepts. McDougal Littell Math Course provides the 6th grade math curriculum and is aligned with junior high school algebra curriculum to prepare students for junior high and high school math. All grades participate in Sunshine Math as an enrichment opportunity designed for learners to challenge themselves in a self-directed manner to further develop their mathematical thinking skills and apply those skills to life situations.

District adopted social studies curriculum for grades K-5 is Scott Foresman and Holt Rinehart and Winston for 6th grade. Science curriculum is Houghton Mifflin for grades K-5 and Prentice Hall for 6th grade. The science curriculum taught in the classroom is with additional weekly time in the science lab with a science specialist. Hands on experiments and activities are taught to add depth and relevance to science learning. Field trips at every grade level also add to the social studies and science curriculum. Examples of field trips include trips to the San Jose Tech Museum, Hopkins Planetarium, Tule Ponds, Ardenwood Farms, the Egyptian Museum, Sacramento, and our local creek.

Physical Education is taught by two PE specialists with emphasis on the state standards for developing appropriate motor skills and sportsmanship behaviors. Fifth grade students take part in the state wide Physical Fitness Test each spring with the majority of students meeting 'presidential' in each testing area. Students in grades 4-6 also have the opportunity to participate in after school basketball as way to further promote physical fitness and team building skills.

Computer class is taught once a week by a teacher specialist. Computer learning focuses on typing, Microsoft Office, and internet research according to grade level standards.

In addition to required state curriculum mentioned above, Chadbourne is able to provide music and art lessons to all students. Each class receives music lessons once a week for half the year taught by a professional, followed by art lessons for the other half of the year, or vice versa. Students also receive monthly FAME (Fine Art Mini Experience) lessons taught by parent volunteers that focus on educating students about one artist and one musician each month.

Health, drug education, human relations, and character development are also taught throughout the year in accordance with district chosen curriculum. Our character development program, H3 (Head, Hands, Heart) and the 8 Great Traits are taught in each classroom and encouraged through school wide assemblies and activities. Too Good for Drugs curriculum and Human Relations Media curriculum are taught in the 4-6th grades to promote drug and alcohol awareness as well as educate students on puberty and help them establish goals and values that they can carry out throughout their growing years and into adulthood.

2. Reading/English:

California Treasures by Macmillan McGraw-Hill has been newly adopted by Fremont Unified the English Language Arts Curriculum for all elementary schools. Treasures is a comprehensive language arts program that is based on the gradual release model of instruction of: explain, guide, practice and apply. It uses various forms fiction and nonfiction writing to promote comprehension and development of different learning strategies. Both fictional and nonfiction literature passages are introduced to students weekly through paired selections based on thematic units and comprehension strategies being taught. Treasures provides reading comprehension materials as well as phonics, fluency, spelling, vocabulary, grammar, and writing curriculum for all grade levels.

Teachers use various instructional methods to teach Treasures including directed whole class instruction, small group instruction, one on one instruction, and independent learning techniques. Phonics and vocabulary are specifically taught using repetition and word study techniques involving decoding and contextual learning concepts. Teachers focus on teaching students comprehension strategies including summarization, visualization, prediction, drawing inferences, monitoring, understanding, evaluating, and generating questions. Students are also instructed in how to identify and understand question/answer relationships within the structure of stories.

Chadbourne teachers further enhance this English Language Arts curriculum through the use of differentiation, additional literature curriculum, and grade level created activities and projects. Teachers identify student reading levels and differentiate instruction by grouping students into small groups and focusing on books, activities and instruction that best fit the need of each group. Teaching strategies in small groups re-enforce concepts taught in the whole group setting and allow students to deepen comprehension and understanding. Small, flexible teacher-led skill groups help ensure that all students have the opportunity to acquire grade level skills. Teachers also use mixed ability groupings to give students the ability to learn from each other, experience working together, and to appreciate and understand one another's unique abilities. When necessary, teachers identify struggling, below grade level readers as "focus" students and provide more in depth interventions to meet their needs. These interventions include cross grade level reading buddies, computer based programs such as Lexia, and before school intervention classes.

Additional literature curriculum, grade level created activities and projects, and programs like Accelerated Reader also enhance the reading program at Chadbourne. Teachers use additional district approved literature books at all grade levels to help create a love of reading.

3. Mathematics:

Fremont Unified requires grades K-5 to use the *Everyday Math* program, developed by the University of Chicago's School Math project. The program is based on neurological research conducted to understand how children learn and develop mathematical understanding and skills. It is a constructivist program,

enabling students to truly understand the reasoning behind computations and concepts, thus making the content more meaningful to the student. Because available brain research advocates for spaced practice rather than mass practice, the program gives multiple exposures to material over time to ensure solid comprehension.

Sixth grade students use McDougal-Littell's Math Course 1, which is a more traditional program. Sixth grade teachers help bridge the differences between the two math programs, which will help their 6th graders adapt more easily to the conventional programs they will likely encounter at the secondary level.

Teachers consistently engage students in hands-on activities so that students learn how to develop solutions to problems existing in real world scenarios. Hands-on activities are embedded within the district prescribed curriculum. Students regularly use manipulatives, making abstract ideas more concrete and easier to comprehend.

In addition to *Everyday Math* and *Math Course 1*, teachers use supplementary materials to further enrich students' math education and to meet the needs of the student population. For example, Sunshine Math is a problem-solving program, which provides an extra challenge for self-motivated students. It is designed to help students develop problem-solving skills, along with critical and creative thinking. The problems presented require a high level of mathematical reasoning. Parental involvement is prevalent, particularly in the primary grades. Parents work with students in standards-based small group activities and games. These activities require higher-level thinking and problem-solving skills.

In order to meet the needs of below and above level students, several grade levels group by ability, some within individual classrooms, and some across the grade level. By doing so, teachers are able to target specific areas of need to struggling students and to provide appropriate challenges for those who are thriving. The grouping is flexible and changes based on the needs of the individual student. When appropriate, students from Special Day classes are mainstreamed into general education classes so that they may benefit from exposure to educational rigor.

4. Additional Curriculum Area:

Chadbourne is able to provide numerous opportunities for learning outside the traditional state mandated curriculum. Music and fine art experiences are given to all students to not only deepen their factual knowledge of the arts, but to help them enhance and develop deeper awareness of society, the world around them, their own artistic abilities and the expression of themselves through different modalities. Each class receives music lessons once a week for half the year taught by a professional that focuses on the histories, foundations, meaning, and power of music as it has existed through history. Students not only learn tone, voice, rhythm and flow, but the meaning behind song. Art lessons are taught once a week for the other half the year by an artist who focuses not only on art technique and how art is used in every day society, but on teaching children to express themselves through art and cherishing the uniqueness they each carry inside of them. FAME (Fine Art Mini Experience) lessons taught by parent volunteers further add to students' music and art education with lesson that focus on educating students about the life and artwork of one artist and one musician each month. In addition to these lessons, art and music is integrated into everyday classroom structure and activities. Chadbourne's commitment to the whole child – well-rounded, well-grounded, intellectually curious, socially conscious, environmentally sensitive, lifelong learners who will lead the next renaissance is strengthened and confirmed with our dedication to education in both music and art in addition to language arts and sciences.

5. Instructional Methods:

Teachers follow the Pyramid Response to Intervention model to ensure that the needs of our diverse student body are met. They use checks for understanding to monitor student performance while teaching the core curriculum, adjusting lessons as necessary. Guided Language Acquisition Design (GLAD) strategies are implemented to engage all students and offer scaffolds for universal access especially for English Language Learners (ELLs) who make up 16% of our student population as well as the 17% of our

students who qualify as GATE. GLAD strategies include using chants, cooperative learning structures, sentence pattern charts, and other visuals or pictorials.

To provide ELLs with English Language Development (ELD), students are regrouped during the day based on their California English Language Development Test (CELDT) scores. Students who are not EL are divided into various intensive, strategic, benchmark, and challenge groups and given differentiated instruction in language arts or math. Teachers use fluency scores to determine whether students need additional leveled practice or if they require more comprehension strategies. Equipped with data from various formative assessments in language arts and math, lessons during regrouping time are targeted to the needs of students. Student performance data are analyzed every 6-8 weeks and students are regrouped accordingly.

Credentialed teachers offer intervention classes before and after school. The interventions are focused lessons based on results from benchmark tests. Special accommodations are given by all teachers for students with a 504 Plan or Individualized Education Plan (IEP). Furthermore, our Special Education teacher gives additional individual and small group instruction as outlined by each student's IEP.

The technology software components in our reading and math core curriculum (California Treasures and Everyday Math) give students a chance to receive differentiated instruction. Supplementary programs include Accelerated Reader, Lexia, Discovery Education and Star Reading Assessment. Students proceed to more difficult concepts and activities when ready. Many programs are web based and easily accessible at school and at home.

Chadbourne Elementary is fortunate to have advanced hardware with one full computer lab. Each classroom is also equipped with four computers, an LCD projector and a document camera. By the end of 2012-2013 each classroom teacher will have a laptop. In addition, as of December 2012, Chadbourne elementary is completely wireless.

6. Professional Development:

Chadbourne Elementary professional development plan has focused in past years on three main academic areas: writing, science, and differentiated instruction. Past years trainings have focused on 6+1 Traits of Writing, integrating science activities more widely across the curriculum, and effective strategies for differentiated instruction including techniques such as GLAD. Centering professional development on a limited number of subjects each year has allowed teachers to maintain focus and prevent overload. This year focus has changed to revolve around our newly adopted ELA program, California Treasures, and how to effectively integrate Treasures into our classrooms. Next year, focus of development will adjust to include study and knowledge of the Common Core Standards.

Chadbourne Elementary School begins with 2-3 days of professional development before the first day of school. The yearlong calendar is created to include a monthly staff meeting after school and early dismissal every Wednesday. Teachers use this staff development time to analyze student data, and plan for powerful interventions for students. Constant monitoring of student progress allows us to make the most impact for our students. Teachers are experts at using daily informal and formal assessments as well as the district OARS assessment software to analyze student performance in all areas of education and even down to specific standards. Through collaborative work, teachers share their expertise with one another and raise their knowledge and skills as a group. Teachers regularly evaluate student performance and identify "focus students" to recommend for additional intervention.

Additional on-site coaching on specific strategies also occurs. GLAD consultants demo lessons, observe, and give feedback to teachers on their implementation of GLAD strategies. District literacy and math coaches also provide in depth support through training or work sessions. A consultant has also been assigned to Chadbourne to help assess our needs and support our teachers in implementing the Common Core Standards.

The District Office regularly offers training to teachers throughout the school year. Teachers on staff are encouraged to attend, and often get paid release time to attend and report back what they had learned. Teachers at Chadbourne are often eager to take on the challenge and opportunity to learn new concepts that in turn will benefit our students.

Teachers also often partake in professional development activities through programs offered outside of the school and district. Recently, three of the fourth grade teachers attended the 2012 Energy and Climate Science Program for Teachers offered at the Chabot Space and Science Center in Oakland. This 10 day professional development program trains teachers to recognize the importance and timeliness of climate science as a core curriculum topic. The activities presented in the classroom teach independent innovation allowing students and teachers to explore curriculum in greater depth.

7. School Leadership:

The Chadbourne School Site Council (SSC) oversees the school plan. This group is composed of 50% parents and 50% staff including the principal, certificated teachers, and classified staff. The council ensures that the school budget complies with federal and state regulations. Regular monthly meetings occur to plan, monitor, and review programs. A representative from the English Learner Advisory Committee (ELAC) and the Gifted and Talented education (GATE) Committee serve on the SSC. These two committees of parents monitor the programs and budgets for their group. In addition, a representative from the Chadbourne Family and Faculty Association (CFFA) and the Parent Representative Advisory Assembly (PRAA) attend the SSC meeting giving reports from the meetings they attend.

The Chadbourne leadership team meets once a month and is composed of the principal, and grade level representatives K-6. Lead teachers work with their grade level colleagues and serve as guarantors that the school's plan is implemented with the necessary calendar and structures for success. They ensure that feedback loops are in place between school wide conversations and grade level work. The leadership team also monitors and assesses the effectiveness of professional development and cycles of inquiry at various levels (school wide, grade level, classroom, individual). They look closely at the big picture of reform and make adjustments to the school plan as needed. Teachers are encouraged to take a leadership role in causes that they are especially passionate about.

Although leadership begins with the adults, students also have several opportunities for leadership. Student Council officers create a calendar of activities for the school. Students are regularly honored as cafeteria helpers, kindergarten helpers, buddies or mentors to the primary grades, ball and bathroom monitors, and members of the Eco Club (environmental clean-up and recycling). Leadership is also celebrated through excellence and improvement in academic performance. As Chadbourne Pioneers, all students are expected to do their best and nothing less.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: STAR - CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	98	96	98	98	97
Advanced	93	80	88	84	91
Number of students tested	112	112	102	100	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	1	0
Percent of students alternatively assessed	1	2	2	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	97	91	96	96	98
Advanced	93	74	83	79	92
Number of students tested	30	57	52	52	51
2. African American Students					
Proficient Plus					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			3	1	2
4. Special Education Students					
Proficient Plus	Masked	Masked	Masked	90	Masked
Advanced	Masked	Masked	Masked	70	Masked
Number of students tested	6	6	6	10	5
5. English Language Learner Students					
Proficient Plus	100	94	96	98	100
Advanced	96	80	86	84	96
Number of students tested	25	50	48	44	47
6. Asian					
Proficient Plus	98	97	100	99	98
Advanced	92	91	94	86	94
Number of students tested	105	95	88	88	88
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: CA Standards Test

Edition/Publication Year: 2008, 2009, 2010, 2011, 2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	90	92	90	90	90
Advanced	70	68	71	64	73
Number of students tested	112	112	102	100	100
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	1	4	1	1
Percent of students alternatively assessed	4	1	4	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	77	88	83	85	86
Advanced	50	60	64	56	69
Number of students tested	30	57	52	52	51
2. African American Students					
Proficient Plus					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient Plus			Masked	Masked	Masked
Advanced			Masked	Masked	Masked
Number of students tested			3	1	2
4. Special Education Students					
Proficient Plus	Masked	Masked	Masked	70	Masked
Advanced	Masked	Masked	Masked	30	Masked
Number of students tested	6	6	6	10	5
5. English Language Learner Students					
Proficient Plus	80	90	88	86	90
Advanced	52	64	67	61	70
Number of students tested	25	50	48	44	47
6. Asian					
Proficient Plus	90	95	93	90	91
Advanced	70	74	74	66	75
Number of students tested	105	95	88	88	88
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: STAR-CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	96	94	91	94	97
Advanced	85	87	81	83	87
Number of students tested	127	127	123	122	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	8	11	10	5	3
Percent of students alternatively assessed	6	8	8	5	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	94	89	86	91	95
Advanced	75	80	73	76	79
Number of students tested	65	65	64	63	57
2. African American Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	3	1
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	7	4	5
4. Special Education Students					
Proficient Plus	73	64	62	58	75
Advanced	18	36	38	33	50
Number of students tested	11	14	21	12	12
5. English Language Learner Students					
Proficient Plus	100	100	92	96	100
Advanced	85	94	83	82	85
Number of students tested	54	54	47	54	46
6. Asian					
Proficient Plus	97	97	98	97	99
Advanced	91	96	94	90	92
Number of students tested	108	106	96	103	104
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: STAR CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	96	93	88	94	98
Advanced	85	90	75	89	90
Number of students tested	127	127	123	122	122
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	12	13	5	2
Percent of students alternatively assessed	2	10	11	4	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	95	88	80	91	97
Advanced	80	85	64	83	81
Number of students tested	65	65	64	63	57
2. African American Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	3	1
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	5	7	4	5
4. Special Education Students					
Proficient Plus	64	57	48	67	83
Advanced	18	43	24	42	42
Number of students tested	11	14	21	12	12
5. English Language Learner Students					
Proficient Plus	96	96	89	93	100
Advanced	89	96	77	87	89
Number of students tested	54	54	47	54	46
6. Asian					
Proficient Plus	98	96	97	98	99
Advanced	93	94	84	95	94
Number of students tested	108	106	96	103	104
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: STAR - CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	97	90	92	94	92
Advanced	87	81	82	83	80
Number of students tested	127	130	119	106	130
Percent of total students tested	100	98	100	100	99
Number of students alternatively assessed	10	13	7	4	8
Percent of students alternatively assessed	8	10	6	3	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	Masked	Masked	Masked	Masked	29
Advanced	Masked	Masked	Masked	Masked	14
Number of students tested	7	9	9	8	14
2. African American Students					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	3	2
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	4	6	8
4. Special Education Students					
Proficient Plus	75	53	42	67	42
Advanced	50	47	31	27	16
Number of students tested	12	19	13	15	19
5. English Language Learner Students					
Proficient Plus	100	88	92	98	94
Advanced	91	81	86	85	77
Number of students tested	53	48	51	46	48
6. Asian					
Proficient Plus	99	99	97	97	99
Advanced	92	89	93	89	88
Number of students tested	110	102	99	106	104
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: STAR - CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	92	92	92	95	89
Advanced	87	79	85	84	73
Number of students tested	127	130	119	126	131
Percent of total students tested	100	98	100	100	100
Number of students alternatively assessed	1	12	8	5	12
Percent of students alternatively assessed	1	9	7	4	9
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	87	86	87	91	77
Advanced	79	68	77	81	57
Number of students tested	62	63	62	57	60
2. African American Students					
Proficient Plus		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	3	2
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	7	4	6	9
4. Special Education Students					
Proficient Plus	42	63	39	67	40
Advanced	33	32	31	40	10
Number of students tested	12	19	13	15	20
5. English Language Learner Students					
Proficient Plus	94	94	92	98	88
Advanced	87	81	82	89	69
Number of students tested	53	48	51	46	48
6. Asian					
Proficient Plus	96	98	98	99	96
Advanced	91	89	92	89	81
Number of students tested	110	102	99	106	104
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: STAR- CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	88	95	91	92	89
Advanced	73	85	83	83	75
Number of students tested	131	127	135	130	132
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	13	9	6	11	1
Percent of students alternatively assessed	10	7	4	9	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	50	80	Masked	39	Masked
Advanced	17	40	Masked	15	Masked
Number of students tested	12	10	6	13	8
2. African American Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	3	4
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	7	8	8
4. Special Education Students					
Proficient Plus	50	92	39	50	28
Advanced	22	70	15	22	11
Number of students tested	18	13	13	18	18
5. English Language Learner Students					
Proficient Plus	89	95	83	90	88
Advanced	80	86	72	71	67
Number of students tested	51	55	18	28	24
6. Asian					
Proficient Plus	96	99	97	99	96
Advanced	84	93	90	91	86
Number of students tested	104	106	114	102	98
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: STAR - CST

Edition/Publication Year: 2008/2009/2010/2011/2012 Publisher: ETS

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient Plus	91	94	96	91	87
Advanced	82	84	84	75	73
Number of students tested	130	127	135	130	132
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	12	9	7	12	0
Percent of students alternatively assessed	9	7	5	9	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Plus	83	92	86	75	58
Advanced	69	79	64	45	34
Number of students tested	65	63	28	40	38
2. African American Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	2	3	4
3. Hispanic or Latino Students					
Proficient Plus	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	6	7	8	8
4. Special Education Students					
Proficient Plus	39	69	77	50	17
Advanced	11	54	31	17	6
Number of students tested	18	13	16	18	18
5. English Language Learner Students					
Proficient Plus	92	95	89	86	79
Advanced	84	82	72	54	50
Number of students tested	51	55	18	28	24
6. Asian					
Proficient Plus	100	98	99	97	96
Advanced	93	90	90	85	83
Number of students tested	103	106	114	102	98
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Students who have an Individualized Education Plan (IEP) and met the criteria for an alternate assessment take the California Modified Assessment (CMA).					